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ABSTRACT

Analysis of two Harold Pinter plays, "The Birthday Party" and "The Dumb Waiter," illustrates the complementarity of cohesion and coherence in discourse analysis. Coherence is defined as the structure of verbal interaction on a higher level than grammar. Cohesion is defined as the resources of a language that generates interconnected series of sentences and an integrated text, with descriptive units at the same level as the grammatical system. Both coherence and cohesion have generally been considered two different approaches to textuality. However, this analysis shows that the underlying coherence of discourse is realized first by different discourse units, which are then tied to the continuous discourse by the devices of cohesion. Both approaches, coherence and cohesion, are needed for a thorough examination of discourse, and their use together makes possible rigorous sociolinguistic analyses of texts of any length. (MSE)

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SOME ASPECTS OF DISCOURSE AND COHESION

by

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0. Introduction

Sociolinguists examining the structure of speech events, anthropologists interested in describing life in structural terms, and literary critics concerned with the structure of narrative have all been working with units of language larger than the sentence. Their interest overlaps with that of linguists who wish to describe how sentences are joined together in the formation of texts. From the linguistic point of view there are two main approaches to 'textuality' at present, that of cohesion and that of discourse. Discourse analysis has so far been concerned mainly with the structure of verbal interaction viewed as on a higher level than grammar. Cohesion, on the other hand, is seen as a description of the resources of the language system for generating interconnected series of sentences in an integrated text. It posits no higher level of units -- except perhaps for t e x t -- but works with units of description which are located in the grammatical system.

Faced with these two approaches, the natural question is: discourse or cohesion?

Widdowson (1973) distinguishes the two approaches by using the term t e x t a n a l y s i s for the study of the cohesive properties of texts. By cohesive properties he means the surface features of sentence connection. The relations of underlying speech acts, or the study of coherence, he terms d i s c o u r s e a n a l y s i s. This distinction is made obvious to him by the fact that certain exchanges can be coherent as discourse without being

FL016132

cohesive as text, as is the case in the following example:

(1) Meg: Your tea!

You haven't had your tea!

Petey: I'm late already.

In the same way as Widdowson distinguishes c o h e r e n c e from c o h e s i o n, Halliday & Hasan (1976) distinguish d i s c o u r s e from c o h e s i o n. They claim that discourse analysis cannot account for the semantic unity of texts. They distinguish a text from a disconnected sequence of sentences by the fact that in the former case the constituent parts are linked together by cohesive devices. The use of reference items requires a text to be co-interpreted in relation to some other, often preceding item. Such a relationship is considered semantic in as much as it involves interpretation. The semantically constituted unit t e x t is built up on the basis of such relationships. By treating cohesion as the set of meaning relations which create integrated texts, Halliday & Hasan distinguish it from discourse. Whereas for Widdowson intersentential ties cannot by themselves account for the coherence of discourse, for Halliday & Hasan notions of discourse structure cannot in themselves account for the 'texturedness' of a text.

The starting point for this paper is the assumption that discourse and cohesion are complementary approaches to the study of texts. Attempts will be made to put forward the suggestion that these two approaches can be combined in the practical analysis of a text by basing the analysis of cohesion on a framework created for discourse analysis. Accordingly, the first part of the paper deals with a system for discourse analysis; the second part is concerned with cohesion between discourse units, discourse cohesion; and the third part deals with cohesive devices. The discussion is based on an analysis of two plays by Harold Pinter, The Birthday Party (BP), and The Dumb Waiter (DW).

1. Discourse

The idea of discourse analysis as the study of the coherence of underlying speech acts is helpful for the discussion in this paper, but in a somewhat modified form. The material for this paper, the plays, are seen to be coherent. If these plays were not coherent, the communication in them would be non-sensical, and they would probably not exist at all. Coherence is seen, in a more general sense, as the chain of events (cf. the notion of 'Event-Line' in Gutwinski 1976) that forms the speech situation in question.

This underlying order, or coherence, finds expression in different kinds of realization on the surface. First the structural realization will be discussed.

Discourse analysis is to be distinguished from text analysis, because its techniques are more functional and sociolinguistic than those of text analysis.

The discourse-analytical method to be discussed in this paper is based on the ideas presented in Sinclair et al. (1972), and more fully in Sinclair & Coulthard (1975). The work by Sinclair and Coulthard is concerned with presenting a theoretical framework for analysing teacher-pupil interaction, and it contains speculations about the applicability of this framework to ordinary conversation. Theirs is a rigorous socio l i n g u i s t i c descriptive apparatus emphasizing the importance of the four criteria (cf. Sinclair & Coulthard 1975:15-17) necessary for a satisfactory structural description of discourse. It is to be distinguished from the work of the s o c i o linguists, Sacks, Schegloff, Jefferson, etc., which is full of insight but less rigorous. The Sinclair-Coulthard method of analysis is a micro-functionalist approach to the analysis of spoken language, in which all utterances are seen as functioning only in terms of the ongoing discourse, and in which -- to take an extreme example -- an item classified as an 'aside' has no function at all. It is opposed to other functionalist schema, e.g. those proposed by Jakobson, by Hymes, or by Halliday, where all utterances are considered as functioning in terms of the discourse, the participants, the real world, etc., and carry several different functions simultaneously. Through the concepts of situation and tactics it is their p l a c e in the ongoing discourse which decides how items classified by grammar and function are ultimately defined.

To describe the interaction inside the classroom Sinclair and Coulthard devised a rank-scale model based on Halliday's grammatical system as first outlined in his 'Categories of the Theory of Grammar' (1961). The basic assumption of a rank scale is that a unit at a given rank is made up of one or more units of the rank below, and combines with other units at the same rank to make one unit at the rank above. The unit at the lowest rank has no structure. Figure 1 shows the different ranks of discourse and their relations to other levels, those of grammar and non-linguistic organisation.

Non-linguistic organisation	DISCOURSE	grammar
course		
period	LESSON	
topic	TRANSACTION	
	EXCHANGE	
	MOVE	sentence
	ACT	clause
		group
		word
		morpheme

Figure 1.

The discourse ranks are defined in the following way:

- A l e s s o n is the largest discourse unit. It consists of a number of transactions and is often co-extensive with the pedagogical unit period.
- A t r a n s a c t i o n consists of a series of exchanges, typically bounded by an opening and a closing exchange. Transactions usually have one purpose only, and are built around one of the major types of exchange: Inform, Direct, and Elicit.
- An e x c h a n g e typically consists of an Initiation, a Response, and possibly a Feedback. Exchanges involve two or more utterances that are dependent on one another but are spoken by different participants in the conversation.
- A m o v e is the smallest free discourse unit that has an internal structure consisting of lower-rank discourse units, i.e. acts. A move constitutes a coherent contribution to the interaction that essentially serves one purpose, e.g. Framing, Responding, Follow-up.
- An a c t is the smallest discourse unit and corresponds roughly to the grammatical unit clause. It is, however, a f u n c t i o n a l unit. Some major acts are Elicitation, Directive, Informative, each of which can be realized by different grammatical sentence types. The category of act is different from, for instance, Austin's illocutionary acts and Searle's speech acts; discourse acts are defined principally by the way they serve to initiate succeeding discourse activity or respond to earlier discourse activity.

1.1. Description of the discourse-analytical system of analysis. -- The following description is based on the Sinclair-Coulthard system but has been extended, and adapted to the purposes of the present paper. The changes that have been made basically relate to two areas: (a) discourse units which are mostly classroom specific have been omitted, and (b) new discourse units have been set up to fulfil the needs of the present analysis. Whereas in the classroom it is the teacher who is in control of the situation, in the plays' interaction there is nobody who has such a clear and unopposed domination as a teacher; on the contrary, the characters tend to argue, quarrel, persuade one another, etc.

The basic unit of analysis is the exchange, which consists of moves between at least two participants. I distinguish two kinds of exchange, b o u n d a r y exchange, and c o n v e r s a t i o n a l exchange.

Boundary exchanges are optional at the opening of transactions. Their function is to signal the beginning and end of the transaction. Boundary exchanges consist of a frame and/or a focus.

Conversational exchanges are the individual steps by which the conversation progresses. There are fourteen subcategories with specific functions and structures. Of the fourteen subcategories nine are f r e e, and five are b o u n d exchanges.

The main functions of the free exchanges are Eliciting, Directing, Informing, Suggesting, Challenging, Announcing, Requesting, Accusing, and Ritual. They are distinguished by the type of act that realizes the head of the initiating move: Elicit (el), Direct (d), Inform (i), Suggest (sugg), Challenge (cha), Announce (ann), Request (req), Accuse (acc), and Ritual (rit), respectively.

An exchange is said to be bound either if it has no initiating move, or if its initiating move has no head, or if it reinstates the topic that has been either diverted or delayed or has not been accepted as a topic. Five types of bound exchange are distinguished: Bound initiation, Re-initiation, Reinforcement, Bound elicitation, and Repeat.

Five types of move are realised: Framing, Focusing, Opening, Responding, and Follow-up moves. Framing and Focusing moves are markers of transaction boundaries. They are made up of acts that are attention-getting, pre-topic items. Opening moves set up expectations which Responding moves fulfil; they set up constraints and therefore delimit the choices of appropriate and acceptable Responding moves. A Responding move can also itself set up

expectations, and can be followed by a Follow-up move, or by a new Opening move. Follow-up moves are usually restricted to commenting on the Responding move or providing extra clarification. A Follow-up move may be followed by another Follow-up move, but this means that the options open to the speaker in choosing an acceptable Follow-up move are being narrowed, continually.

Figure 2 presents a formal description of the rank scale.

RANK I INTERACTION Elements of Structure	Structures	Classes of Transaction
	An unordered series of transactions	
RANK II TRANSACTION **Elements of Structure**	**Structures**	**Classes of Exchange**
Preliminary (P) Medial (M) Terminal (T)	$PM(M^2...M^n)(T)$	P,T: Boundary M: Conversational
RANK III EXCHANGE (Conversational) **Elements of Structure**	**Structures**	**Classes of Move**
Initiation (I) Response (R) Continuation (C)	$I(R)((C))^n$	I: Opening R: Responding C: Follow-up
RANK III EXCHANGE (Boundary) **Elements of Structure**	**Structures**	**Classes of Move**
Frame (Fr) Focus (Fo)	$(Fr)(Fo)^*$	Fr: Framing Fo: Focusing

Figure 2 (part I)

[*] Both Fr and Fo can be present, but at least either of them has to be present.

RANK IV MOVE (Focusing)		
Elements of Structure	Structures	Classes of Act
Signal (s) Pre-head (pre-h) Head (h) Post-head (post-h)	(s)(pre-h)h(post-h)	s: marker/summons (m/sum) pre-h: starter (st) h: metastatement post-h: comment (com)

RANK IV MOVE (Framing)		
Elements of Structure	Structures	Classes of Act
Head (h) Qualifier (q)	hq	h: marker/summons q: silent stress (-)

RANK IV MOVE (Opening)		
Elements of Structure	Structures	Classes of Act
Signal (s) Pre-head (pre-h) Head (h) Post-head (post-h)	(s)(pre-h)h(post-h)	s: marker/summons pre-h: starter h: choice of inform/accuse/ direct/request/suggest/ challenge/ritual post-h: prompt/comment

RANK IV MOVE (Responding)		
Elements of Structure	Structures	Classes of Act
Pre-head (pre-h) Head (h) Post-head (post-h)	(pre-h)h(post-h)	pre-h: accept/acknowledge h: choice of reply (rep)/ react/response (res)/excuse/ accept/acknowledge (ack) post-h: comment/prompt

RANK IV MOVE (follow-up)		
Elements of Structure	Structures	Classes of Act
Pre-head (pre-h) Head (h) Post-head (post-h)	(pre-h)h(post-h)	pre-h: accept h: clarification (clar)/ comment post-h: comment/prompt

Figure 2 continued.

So far we have been concerned with predictive discourse structuring with acts, moves and exchanges. The basic assumption was that the rules of the exchange structure provide the essential organisation of the utterances. A further step in the analysis is therefore to see which of the alternatives speakers realise within the exchange. This means an examination of the predictive structure in a retrospective way. It is also the way to find evidence of patterns of language above the rank of exchange. As ranks above that of exchange, I recognise sequence, transaction, and interaction. These, however, shall not be discussed in any detail here. Furthermore, their structure still remains largely unspecified, and only their boundary markers can be reasonably distinguished.

Figure 3 is based on the diagram in Sinclair (1975:14), and shows the relationships between the realisation systems of language and appropriate content systems. The figure divides verbal communication into three parts. In the 'lowest' part, language is the primary organising principle i.e. up to the level of exchange. The 'middle' part is a transitional band where the distinguished patterns are stylistic. Above these two, the organisation becomes essentially non-linguistic and such regularities that occur are confined to boundary markings.

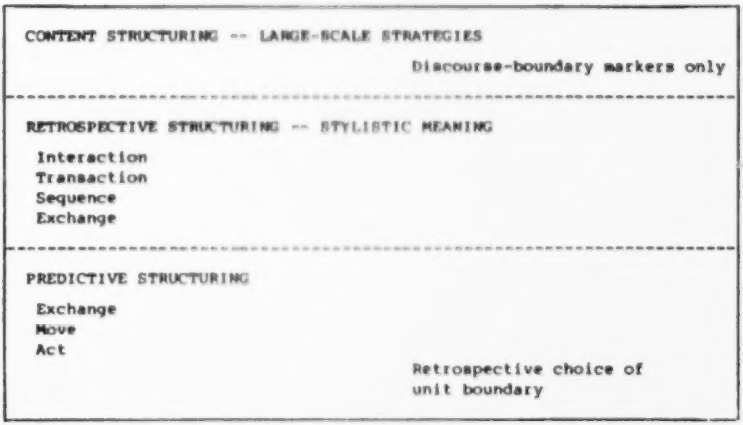


Figure 3.

1.2. Example of an analysis of discourse. -- Example 1 is a brief illustration of an analysed text. The three major columns indicate the three most frequent moves, Opening, Responding, and Feedback. The narrow columns after each major column specifies the acts making up the move in question. The two remaining moves, Frame and Focus, are indicated in the major columns whenever they occur. One horizontal line marks the end of the exchange, and two horizontal lines mark the end of the transaction. A dotted line indicates the beginning of a bound exchange. The example should be read from the column on the left to the column on the right, one exchange at a time.

Exchange Type	Opening	Act	Responding	Act	Follow-up	Act
Elicit (Pause)	Meg: Is that you, Petey?	el				
Bound initiation	Meg: Petey?	sum	Petey:What?	acc		
Re-initiation	Meg: Is that you?	el	Petey: Yes, it's me.	rep		
Elicit (Her face appears at the hatch)	Meg: What? Are you back?	el	Petey:Yes.	rep		
Inform (She disappears and reappears)	Meg: I've got your cornflakes ready.	i				
Inform	Meg: Here's your cornflakes.	i				
(He rises and takes the plate from her, sits at the table, props up the paper and begins to eat. Meg enters by the kitchen door)						
Elicit	Meg: Are they nice?	el	Petey:Very nice.	rep	Meg: I thought they'd be nice.	com

Example 1. Pinter BP:19.

2. Discourse cohesion

A discourse-analytical framework provides the text with a linguistic structure. Within this structure special kinds of cohesion exist, which I shall here call d i s c o u r s e c o h e s i o n. Discourse cohesion can be approximately compared to grammatical cohesion, grammatical parallelism, structural similarity; to enation and agnation (cf. Gutwinski 1976), but on the level of discourse. Discourse cohesion occurs only between discourse units, and mainly within predictive structures: (a) between the moves within an exchange, (b) between exchanges and the following bound exchanges, (c) between exchanges within sequences.

2.1. Discourse analysis specifies three major classes of move, Opening, Responding and Follow-up. The Opening move sets up certain constraints and expectations which the Responding move should fulfil. For any Opening move there is a range of predictable responses which exactly fit the expectations:

(2) elicit - reply
inform - acknowledge
request - reply
suggest - response
ritual - ritual
accuse - excuse
challenge - response

Moreover, if a Follow-up move occurs, it is either an Acknowledgement or a Comment, as is a possible second Follow-up move as well.

In the case of the first three exchanges in (2) especially, the absence of the second-pair part is immediately noticeable (for example not responding to a greeting). So, although the discourse is coherent by definition, only a certain response, or feedback makes up a structurally cohesive entity (cf. for example the elicit-reply structures in the exchanges in Example 1). Against this pattern of exchange structure other exceptions also stand out: initiations left without a response, and initiations challenged.

Example 2 illustrates discourse cohesion within exchanges consisting of three parts:

Exchange type	Opening	Act	Responding	Act	Follow-up	Act
Elicit	Goldberg:What's his name?	el	Meg:Stanley Webber.	rep	Goldberg: Oh yes?	ack
Elicit	Goldberg:Does he work here?	el	Meg:He used to work.	rep	Goldberg: Oh yes?	ack
			He used to be a pianist.	com	On the pier, eh?	com
			In a concert party on the pier.	com		

Example 2. Pinter BP:41.

2.2. Besides horizontal links, vertical linkage also occurs. Exchanges can be tied to one another; i.e. an exchange can be followed by a bound exchange. Figure 4 shows how discourse cohesion operates along the two axes.

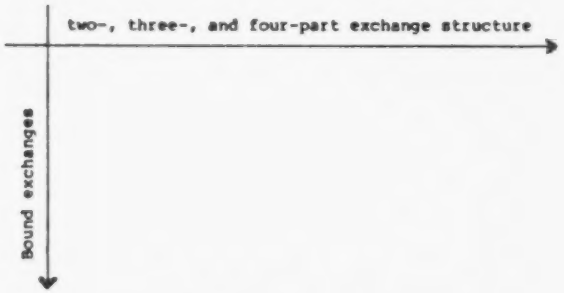
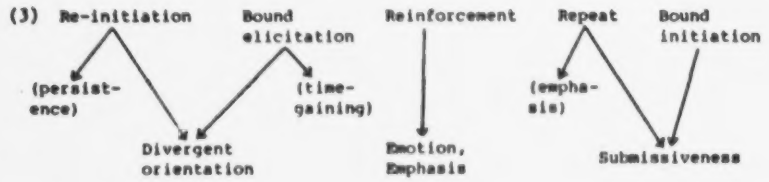


Figure 4.

As was mentioned earlier, there are five types of bound exchange: Re-initiation occurs when the speaker does not get a response and he makes another initiation; Reinforcement takes place when the bound exchange is related to the previous exchange in terms of its topic, and emphasizes it by rephrasing; Bound elicitations occur when the listener asks for more information; and Repeats are, in most cases, made up of the words of the previous speaker.

Bound exchanges have functions of their own; which can be seen from the following scheme:



Example 3 exemplifies Reinforcing, Re-initiating and Repeating exchanges:

Exchange type	Opening	Act
Elicit	Goldberg: Did you stir properly?	el
Reinforcement	Goldberg: Did they fizz?	el
Challenge	Stanley: Now, now, wait, you --	cha
Re-initiation	Goldberg: Did they fizz?	el
Re-initiation	Goldberg: Did they fizz or didn't they fizz?	el
Announce	McCann: He doesn't know!	ann
Repeat	Goldberg: You don't know.	acc

Example 3. Pinter BP:58.

2.3. Discourse cohesion is obvious in sequences in which the main distinguishing criteria are recurring characteristic linguistic patterns. Example 4 shows a sequence where discourse cohesion is created by a flow of Bound initiations:

Exchange type	Opening	Act
Inform	McCann: We'll provide the skipping rope.	i
Bound initiation	Goldberg: The vest and pants.	i
Bound initiation	McCann: The ointment.	i
Bound initiation	Goldberg: The hot poultice.	i
Bound initiation	McCann: The fingerstall.	i
Bound initiation	Goldberg: The abdomen belt.	i
Bound initiation	McCann: The ear plugs.	i
Bound initiation	Goldberg: The baby powder.	i
Bound initiation	McCann: The back scratcher.	i

etc.

Example 4. Pinter BP:93.

2.4. A special kind of discourse cohesion occurs when monologues are tied to the preceding and succeeding conversation. This is done by p l a n e c h a n g e s . The original idea of a plane change comes from Sinclair & Coulthard (1975:45), and is further developed by Montgomery (1978). The idea is that the speaker suddenly stands for a moment outside the discourse and makes an initiation that breaks the flow of the monologue, and links it to the conversation. Four kinds of plane change are distinguished:

(4) 1. one of the characters present is being addressed,
2. rhetorical questions without answers,
3. rhetorical questions with answers,
4. interruptions by other characters, or
5. an unknown person is being addressed.

There is usually a plane change at the beginning and at the end of the monologue, and often in the middle as well. The following extract shows examples of plane changes 1, 3, and 4:

Inform	Goldberg: Listen to this. Friday, of an afternoon, I'd take myself for a little constitutional, down the park.			
	PLANE CHANGE 1			
Direct	Eh, do me a favour, just sit on the table a minute, will you?			
(Lulu sits on the table. He stretches and continues)				
Inform	A little constitutional. I'd say hullo to the little boys, the little girls -- I never made distinctions -- and then back I'd go, back to my bungalow with the flat roof. "Simey", my wife used to shout, "Quick, before it gets cold!"			
	PLANE CHANGE 3			
Elicit	And there on the table what would I see?		Response The nicest piece of rollmop and pickled cucumber you could wish to find on a plate.	
	PLANE CHANGE 5			
Suggest	Lulu: I thought your name was Nat.	sug	Goldberg: She called me Simey.	res

Example 5. Pinter BP:69.

3. Cohesion

Although discourse analysis provides a piece of text with a structure, neither it nor discourse cohesion can account for the semantic unity of the text. This is where cohesion is needed to complement the analysis. The continuity that cohesion provides is created by the fact that at each stage of the discourse, cohesion expresses the points of contact with what has previously taken place in that discourse. However, a new problem is created by taking cohesion into account: what exactly are the units of language that cohesion links together?

The scope and applicability of the notion 'sentence' seem to create difficulties in the treatments of the distinction between discourse and cohesion. For Halliday & Hasan the category of 'sentence' is an important component in their approach to cohesion. In their view, structure accounts for the formation of sentences but not for the organisation of texts; within the sentence it is possible to specify a limited number of possible structures, but this is not possible for a text. So cohesion with its devices of substitution, reference, ellipsis etc. is invoked to account, in semantic, not structural, terms, for the interrelationships between sentences.

This, however, leads them to argue that only those devices operating across sentence boundaries are intrinsically cohesive: within the sentence such devices are only a secondary source of texture. The primary source of texture within the sentence is the structure itself; cohesive ties between sentences stand out more clearly because they are the only sources of texture, whereas within the sentence there are structural relations as well.

In studying extended passages of text, however, it seems clear that texture is created by the interplay of all the various cohesive devices, irrespective of whether they are sentential or intersentential. This is especially true of reference, substitution, and lexical cohesion, where chains or strings of items create a continuous thread through texts both within and between sentences.

Montgomery (1978) argues that some aspects of cohesion are not simply a matter of intersentential connection but may in fact reflect patterns of discourse. Certain items can mark or signal a relationship between more large-scale components of text. The items themselves can be seen as hanging on a line, from those linking small-scale units, such as substitution, to those indicating cohesion by various forms of conjunction and extended text reference. Montgomery proposes a tentative distinction between 'micro' and 'macro' cohesion as a way of representing that cohesive devices can have varying domains. The devices themselves are seen as reflexes in the lexico-grammatical systems of the language-discourse patterning. They are thus seen as representing the formal features or surface markers of discourse structure. He proposes a model of discourse structure with three layers, Member, Period and Episode, and the division of the discourse into Main and Subsidiary (cf. Montgomery 1978 for the details). Main discourse develops through a chain of Informing members which are frequently linked together by a limited range of conjunctive items such as and, so, but, or, so that.

As in Montgomery (1978), this paper also argues that cohesion basically works between the smallest discourse units, between acts. Since the method of analysis is based on a rank-scale system, the act being the basic cohesive unit, cohesion occurs both within and between discourse units.

An example of cohesion between the acts within a move is the exchange in Example 6.

Exchange type	Opening	Act	Responding	Act	Follow-up	Act
Boundary	1 Ben: Kawl	m -				
Inform	1 Ben:What about this? 2 Listen to this! 3 A man of 87 wanted to cross the road. 4 But there was a lot of traffic see. 5 He could not see how he was going to squeeze through. 6 So he crawled under a lorry.	st st i adv3 add4 cau				
Bound elicitation	7 Gus: He what?	qu*	8 Ben:He crawled under a lorry. 9 A stationary lorry.	clar qual*	10 Gus:No?	ack

Example 6. Pinter DW:30.

[*] qu = Query
qual = Qualification

The research by Winter (1977), Montgomery (1978) and Burton (1978) is the basis on which the present system of cohesion between acts has been modelled. Cohesive chains are there first discussed within exchanges, and, if the exchange is followed by one or more bound exchanges, within the entity which they comprise. Acts are numbered starting from the first act of the exchange, and finishing with the last act of the exchange, or of the bound exchange. If the head of the initiating move (cf. Example 6) is followed by post-head acts, these are coded as being cohesive with the head or with one of the post-heads in three ways: Additive (add), Adversative (adv) and Causative (cau).

Besides relatedness of form, which is realized both by discourse cohesion and the three cohesive relations within exchanges, relatedness of reference and relatedness of connection (cf. Halliday & Hasan) are most obvious within the transaction. A transaction is cohesive by definition, since it was defined as approximately consisting of one topic. Example 7 shows the cohesive relations and types of cohesion in three transactions:

Exchange type	Opening	Act	Responding	Act	Follow-up	Act
Inform	1 Meg: (coming downstage) The car's gone.	i	2 Petey: Yes.	ack		
Elicit	3 Meg:Have they gone?	el	4 Petey: Yes.	rep		
Elicit	5 Meg:Won't they be in for lunch?	el	6 Petey:No.	rep	7 Meg:Oh, what a shame.	com
(She puts her bag on the table) Inform	1 Meg:It's hot out.	i				
(She hangs her coat on a hook) Elicit	1 Meg:What are you doing?	el	2 Petey: Reading.	rep		
Elicit	3 Meg: Is it good?	el	4 Petey: All right.	rep		
(She sits by the table)						

Example 7. Pinter BP:96.

Employing the types of cohesion distinguished by Halliday and Hasan, the relations shown in Table 1 can be found.

Act No	No of ties	Cohesive item	Type	Distance	Presupposed item
1	1	the	R.2.23		the car
2	1	yes	E.33.2	0	Act 1
3	2	gone	L.1	M.1	gone
		they	R.14		
4	2	yes	L.1	M.1	yes
		yes	E.34.6	0	Act 3
5	1	they	R.14	M.1	they
6	1	no	E.34.6	0	Act 5
7	1	what a shame	C.48.1	0	Act 6
1	0				
1	0				
2	1	reading	E.21.1	0	Act 1
3	1	it	R.1.13	0	reading
4	1	all right	E.34.6	0	it

Table 1.

The first word in Example 7 seem to indicate that there are cohesive links from one transaction to another as well. With the help of discourse units, it is a comparatively easy task to discuss cohesion between larger units of language, between transactions and interactions. For example The Birthday Party has been found to consist of 19 interactions. Each interaction consists of a certain number of transactions which again consist of a certain number of exchanges. Thus, the rigorous frame created by discourse analysis will be useful for a systematic coding of cohesive links.

4. Conclusion

The paper has discussed how the underlying coherence of discourse is realized first by different discourse units, and how these are tied to continuous discourse by the devices of cohesion. Both of these complementary approaches, coherence and cohesion, are needed if a thorough examination of discourse is to be successful. Furthermore, by using the discourse-analytical framework together with the cohesive devices, it is possible to make rigorous (socio)linguistic analyses of texts of any length.

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